

C O N F I D E N T I A L

SUBJECT: FINAL CRITIQUE OF BOC

TO: C/OTG

25X1A9a FROM:

[REDACTED] #108

Looking at the course as a whole I can not find fault with it. Having had no previous exposure to the subjects that were covered during the course of the instruction there is very little that I can use to compare the subject matter to. Therefore my criticisms of the BOC are oriented towards structure and not content.

Because most of the instruction received during the course of the BOC was given in lecture form it was very important how the lecturer was received. If the guest lecturer talked frankly and did not try to hide behind the screen of "that is classified and I can't talk about it", he was usually well received by the class. However, if he did not answer the students questions to their satisfaction then the students felt that the lecture was a waste of their time and that if the man was not going to answer there questions then what was he doing here. More that once a lecturer was introduced in such a manor that the students felt that at last they were going to get the real scoop on the subject, only to be told by the lecturer that it was classified and he would not answer the students questions. This type of reaction to a question tends to frustrate the student and turn him against the lecturer. If someone is brought down from Washington to talk to the class then he should be prepared to answer questions on a subject or not bring that subject up for discussion.

Several times during the course it seemed like the students were given information after the fact. We would be told to do one thing or another at one of our agent meeting only to be told how to do it later in the week. If there is a certain way a certain action should be carried out, then give the student the correct way to do what has to be done. Then let him do it, not the other way around. It would seem this process is a negative learning one.

[REDACTED]

25X1A14a

C O N F I D E N T I A L

25X1A2g [REDACTED]: This exercise in my opinion was one of the most useful of all the exercises. It enabled the student to put into play many of the technical skills that he had learned. The exercise pointed out to the student many of the operational problems that he would encounter in the real world.

In a course such as this one where the aim is to put the student in the most realistic environment possible there are certain inherent problems. To run the course at all certain administrative guide lines must be adhered to. However, there are times when a lack of administrative guidance can cause problems. If there is to be a connection between the different problems then this should be pointed out in the beginning of the problem. During this course the impression was given that in no way was one problem to be tied to another. However, this did not prove to be true. Because these problems were tied together there was some confusion. Also the way different instructors played their part caused some confusion when the problems were tied together.

R/S

25X1A9a [REDACTED]

C O N F I D E N T I A L

25X1A2g SUBJECT: CRITIQUE OF [REDACTED]

TO: C/OTG

FROM: [REDACTED]

25X1A9a

25X1A2g The [REDACTED] phase of [REDACTED] was carried out in a (manor
25X1A that gave the student the feeling that he was operating in a real
enviornment. There was a maximum amount of work to be done in a
minimum amount of time. This pressure that was place on the student
caused him to be placed in a stress situation and gave a fair view
of how he would operate under pressure.

25X1A6a During the [REDACTED] phase there was too much time and to little
to do. For what was accomplished and the amount of time spent
the problem could have been conducted in the local area. This
would save the government a lot of money and time. I can see no

25X1A6a reason to carrie the problem so far from [REDACTED]

R/S

25X1A9a [REDACTED]